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ABSTRACT

This collection of 11 abstracts presents research findings and data on students and colleges in The American Association of Community Colleges (AACC). The documents provide information regarding percentage of community colleges by enrollment category and type of college in 1993, the number and percent of community colleges offering student housing in 1992, persistence of transfer students to the baccalaureate degree, the role of community colleges in the education of high school sophomores, AACC membership profiles, training students to save the environment, older students in community colleges, college revenues and expenditures, faculty, community college enrollment, recent immigrants in the United States, and student financial aid. (YKH)

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AACC Research and Data

February-December 1995

American Association of Community Colleges

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AACC Research and Data

February 1995

More Community College Enrollment Facts

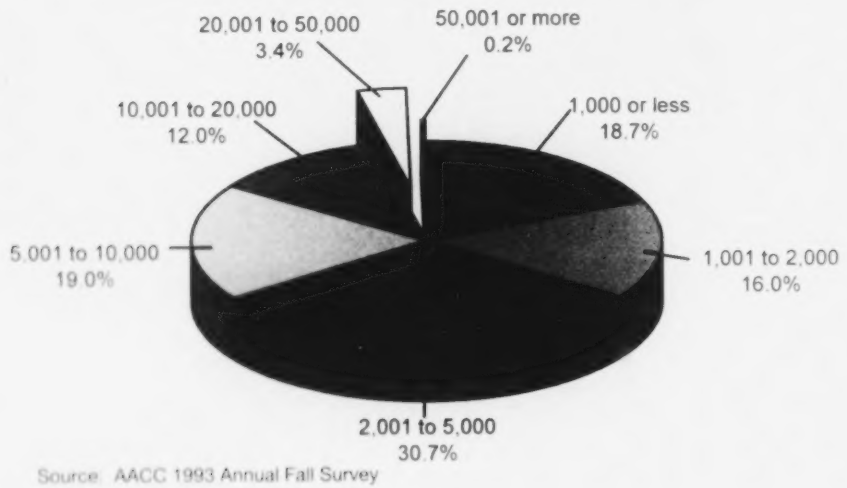
Over three percent of the adult population in the United States each year is enrolled in one of the nation's 1,100 community colleges. The diversity among these colleges and between states is significant, and the community college network provides an array of choices for students to attend. State and local governments, as well as independent organizations and individuals, are responsible for the structure of each college into a single campus college, a multi-campus college, or as part of a multi-college system. The differences between some multi-campus and multi-college systems is sometimes a matter of self-definition, but for general purposes, multi-college systems have separate independently-operating colleges as opposed to campuses run by a main or central campus.

In 1993, community college enrollment varied significantly, ranging from 20 students at St. Thomas Moore College in Texas to 89,735 enrolled in the Los Angeles Community College District in California. Figure 1 shows the percentage of colleges at various enrollment sizes, excluding the multi-district totals (in other words, all of the Los Angeles community colleges in the district are counted separately). As might be expected, differences in enrollment vary with the type of college. Table 1 shows the number of colleges at various enrollment sizes, by type of community college. Note that the enrollment of all single colleges of a multi-college district make up the enrollments for the last column.

A closer look at the 50 states reveals that there is also diversity regarding the number of students who attend community colleges within each state. Figure 2 (on back) shows the percentage of the adult population within each state who attend a community college. This varies from a low of .07 percent in South Dakota to a high of 6.12 percent in Wyoming. One factor that makes it easier for students to attend community colleges, especially in rural areas, is the provision of student housing. Table 2 and Figure 3 (on back) represent the availability of housing in the 50 states and indicate that nearly 90 percent of the community colleges in Wyoming provide housing for students.

Figure 1

Percentage of Community Colleges by Enrollment Category: 1993



Source: AACC 1993 Annual Fall Survey

Table 1 Percentage of Community Colleges by Enrollment Category and Type of College: 1993

	Single Campus College	Multi-Campus College	Single College of a District	District Total	Total - Excluding District Totals
1,000 or less	25.7%	5.0%	4.5%	0.0%	18.7%
1,001 to 2,000	18.5	11.7	9.8	0.0	16.0
2,001 to 5,000	32.3	34.2	13.4	3.3	30.7
5,001 to 10,000	15.7	23.3	31.3	13.3	19.0
10,001 to 20,000	6.9	16.3	34.8	13.3	12.0
20,001 to 50,000	1.0	9.2	6.3	50.0	3.4
50,001 or more	0.0	0.4	0.0	20.0	0.2
Number of colleges	731	246	113	32	1,091

Source: AACC 1993 Annual Fall Survey

Table 2

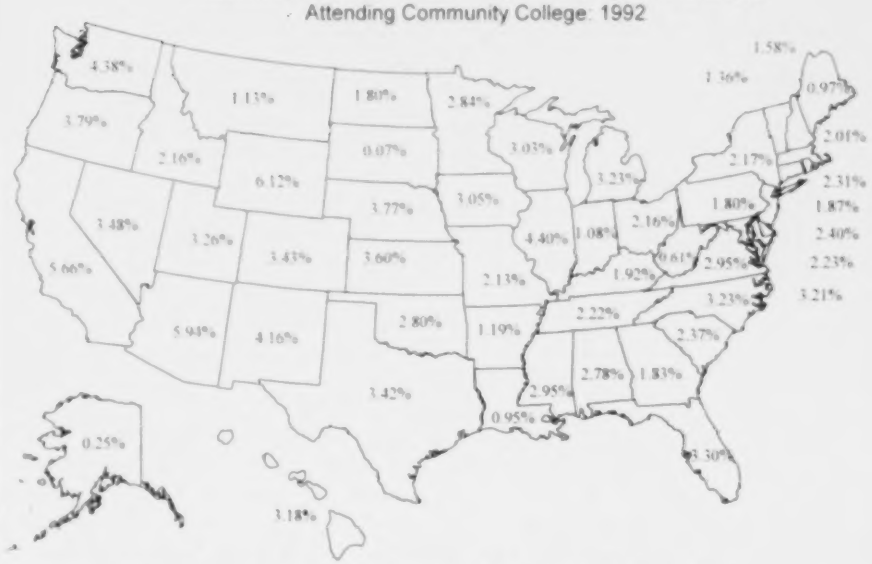
Number and Percent of Community Colleges Offering Student Housing by State: 1992

Alabama	11	24.4%
Alaska	1	50.0%
Arizona	7	33.3%
Arkansas	3	20.0%
California	11	7.5%
Colorado	6	25.0%
Connecticut	2	12.5%
Delaware	0	0.0%
Florida	6	13.3%
Georgia	12	18.8%
Hawaii	2	28.6%
Idaho	3	75.0%
Illinois	2	3.1%
Indiana	1	4.2%
Iowa	13	56.5%
Kansas	19	86.4%
Kentucky	4	15.4%
Louisiana	0	0.0%
Maine	9	81.8%
Maryland	1	4.3%
Massachusetts	6	20.0%
Michigan	5	13.2%
Minnesota	5	9.6%
Mississippi	18	69.2%
Missouri	6	20.7%
Montana	2	20.0%
Nebraska	9	81.8%
Nevada	0	0.0%
New Hampshire	4	36.4%
New Jersey	3	12.0%
New Mexico	6	31.6%
New York	16	17.0%
North Carolina	5	7.6%
North Dakota	6	60.0%
Ohio	6	9.4%
Oklahoma	11	55.0%
Oregon	2	14.3%
Pennsylvania	16	22.2%
Rhode Island	1	50.0%
South Carolina	4	16.0%
South Dakota	0	0.0%
Tennessee	2	7.7%
Texas	35	43.2%
Utah	5	71.4%
Vermont	3	75.0%
Virginia	4	10.3%
Washington	5	16.1%
West Virginia	1	20.0%
Wisconsin	1	4.5%
Wyoming	7	87.5%
Total	**307**	**21.3%**

Source: U.S. Department of Education, 1993

Figure 2

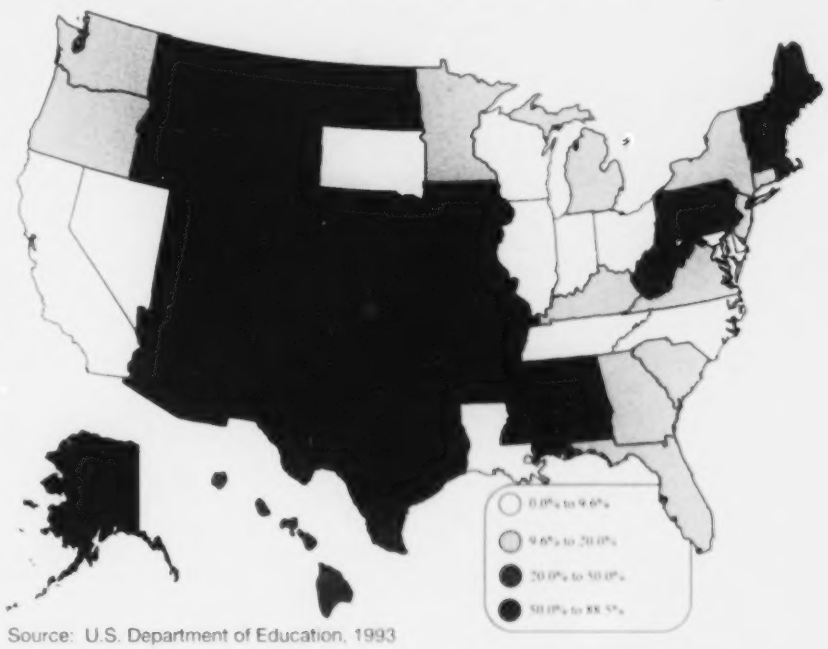
Estimated Percentage of State Populations Aged 18 and Over Attending Community College: 1992



Source: U.S. Department of Education, 1993 and U.S. Bureau of the Census, 1994

Figure 3

Percent of Community Colleges Offering Student Housing: 1992



Source: U.S. Department of Education, 1993

--Kent Phillippe, AACC, x222

AACC Research and Data

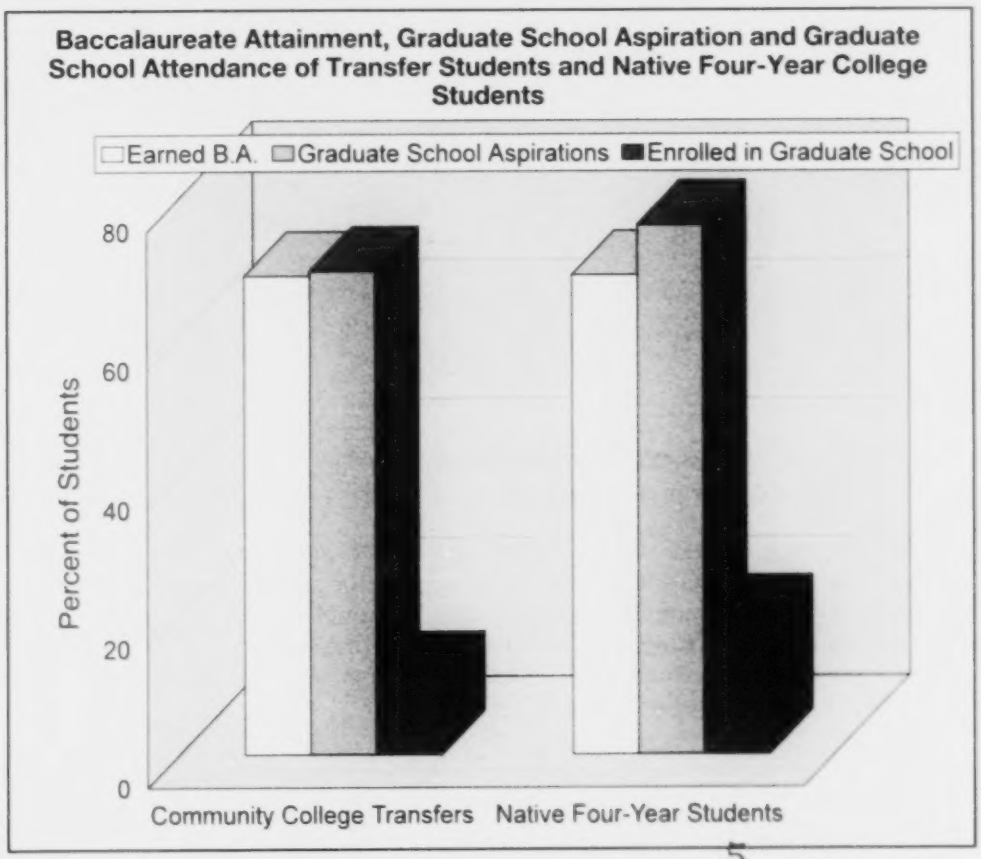
March 1995

Persistence of Community College Transfer Students to the Baccalaureate Degree

Research in the past has suggested that students who transferred from a community college to a four-year college were less likely to persist to earn a baccalaureate degree. However, much of this research is based on data collected in the early or mid-1970s, a time when community colleges were experiencing rapid change and explosions in enrollment, and the nature and mission of these colleges was being molded and shaped into that of the present community college. A study published in the *American Journal of Education* suggests that this notion of the community college transfer student, when compared to the native four-year student, is no longer accurate (Lee, Mackie-Lewis, & Marks, 1993). This research brief presents highlights and discusses some of the implications of these findings.

Before discussing the results of this study, a few words on the methodology are in order. The data used are from the longitudinal High School and Beyond (HS&B) study, that was conducted by the Department of Education. The HS&B study consists of a national sample of high school seniors drawn from randomly selected schools. The data consist of a variety of measures including postsecondary school attendance and other information about high school seniors collected at two-year intervals. The results of this study are based on individuals who reported data at the initial 1980 survey as well as the next three follow-ups (1982, 1984, & 1986). The sample includes 422 students who transferred to a four-year college after starting at a community college (18 percent of the sample), and 1,899 "native" four-year college students (students who started at a four-year college and were enrolled in a four-year college between wave two and three of data collection). Data analysis procedures included multi-variate techniques to test various models designed to answer the major research questions.

This study found that there was no statistically significant difference between the transfer students' persistence to the baccalaureate degree and the native four-year students' persistence. In fact, at the 1986 follow-up—six years after high school graduation—69 percent of both samples had attained a baccalaureate degree. This finding is contrary to previous research that had suggested transfer students had considerably poorer outcomes than native four-year college students. While the persistence rate was comparable in both groups, there were differences in other measures when the groups were compared. The study also found that there was a greater likelihood of the transfer student to be from a lower socio-economic background in high school. Also, the study reported that African-Americans were less likely to persist to the baccalaureate degree. While attending four-year institutions, there were several differences between the two groups. Transfer students were less likely to be living on campus and less academically and so-



cially satisfied. The four-year colleges transfer students attended were more likely to be public, to have greater than 15,000 students enrolled and to be less academically selective.

A further analysis of the effects of certain variables on the persistence to a degree revealed several interesting facts. Social class had no effect on persistence, but by controlling these factors one can attenuate the effects of racial/ethnic background (lower African-American persistence was more a matter of socio-economic status than race). This analysis also revealed that full-time enrollment and higher GPA's are significantly related to persisting to a baccalaureate degree.

There was a difference between the two groups with regard to graduate school aspiration and attendance. Transfer students were less likely to aspire to or to actually be enrolled in graduate study at the six-year follow-up. Differences in graduate school attendance and aspiration toward graduate school virtually disappear when the students' backgrounds and their college behaviors are taken into account. Having controlled for these variables, the only major predictors that remain are GPA, size of school and whether the four-year institution offered professional degrees.

The importance of this study to community colleges is clear. It clearly refutes previous research which states that beginning one's education at a community college is a hindrance to attaining a baccalaureate degree. Moreover, this study suggests that there is a 69 percent chance that a community college transfer or native four-year college student will get his or her baccalaureate degree within six years of high school graduation. This study also points to several other aspects of the transfer students' experiences that are important for community colleges as well as the four-year institutions that later enroll these students.

While this study clearly cannot point to causality, there is evidence to suggest that counseling students away from larger, less selective four-year institutions is advisable, especially for those who would like to study beyond the baccalaureate degree. Unfortunately, these may be the schools where cost and poorer articulation agreements make them a less attractive choice for the student. It also suggests that students who transfer are less academically and socially satisfied at their four-year institution. While not apparent deficits, it clearly is important to note and find ways to decrease these differencesPercent of StudentsPercent of Students between the native and transfer four-year college student.

Reference

Lee, V. E., Mackie-Lewis, C., & Marks, H. M. (1993). Persistence to the baccalaureate degree for students who transfer from community college. *American Journal of Education, 102*,80-114.

--Kent Phillippe, AACC, x222

New Community College Information Source

Enclosed in this Letter is the *Pocket Profile of Community Colleges: Trends & Statistics, 1995-1996.* This streamlined brochure of tables, charts, facts and figures is a miniature version of the soon-to- be-released full-length book. This newly formatted statistical directory will debut in Minneapolis at our Annual Convention. Order information is also available in the back inside cover of the pocket profile.

AACC Research and Data

April 1995

The Role of Community Colleges in the Education of the Nation's 1980 High School Sophomores

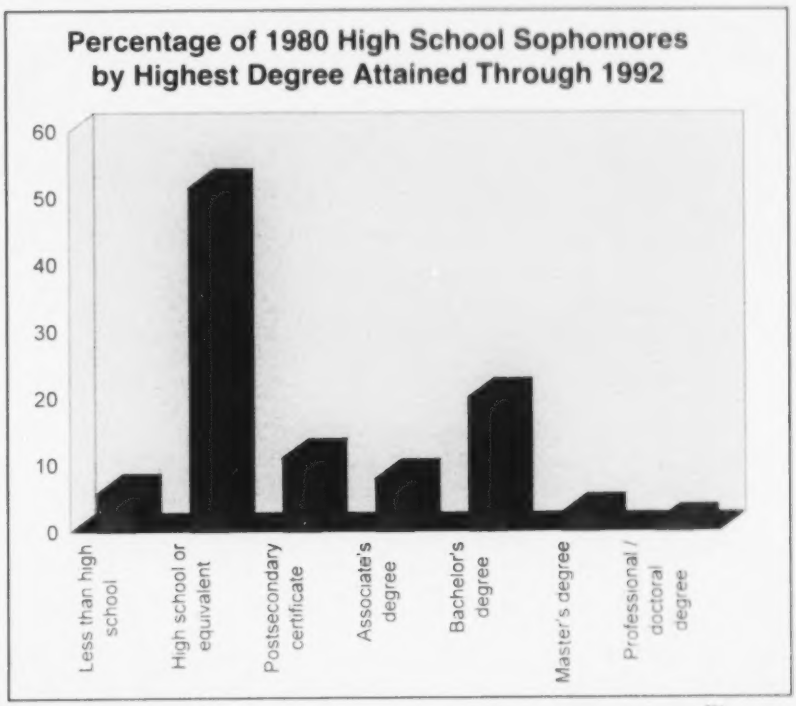
A recently released report from the U. S. Department of Education investigated the educational attainment of a nationally representative sample of high school sophomores in 1980. This is part of the longitudinal High School and Beyond Study and includes data from 1992, the fourth and most recent follow-up, 12 years after the initial contact in 1980. This research brief will highlight some of the findings that are relevant to community colleges. For more detailed information on the methodology and survey results, please see the publication *Educational Attainment of 1980 High School Sophomores By 1992*.

Where Did They Start?

Nearly two-thirds (66.4 percent) of the sophomore class of 1980 had enrolled in some form of higher education by the year 1992. Over one-fourth (26.7 percent) began their postsecondary education in public community colleges, while 3.5 percent started in less-than-two-year public institutions and another 1.4 percent began in less-than-four-year private institutions. Approximately 6 percent of the 1980 sophomores began their education in proprietary institutions. Less than half of the students who began their education in public two-year colleges started immediately following their high school graduation. But by May of 1985 (two-and-a-half years after high school) nearly four-fifths (79.2 percent) of the students had begun their education in public two-year colleges.

Highest Level of Educational Attainment

By 1992, over half (57.3 percent) of the 1980 sophomores had not attained any postsecondary awards (degrees or certificates). Eleven percent had attained a postsecondary certificate and another 7.9 percent had attained an associate's degree as their highest award. The remaining 23.8 percent had attained a baccalaureate or beyond degree as their highest degree. The level of educational attainment increased with the students' level of expected educational attainment reported in 1980. However, the gap between the number who expected to attain various levels in 1980 and those who actually attained their expectations by 1992 was significant.



Positive Indicators for Successful Attainment

Several factors were predictive of successful attainment. Students who enrolled immediately in postsecondary programs were more likely to attain degrees or certificates than those who delayed entrance. Those who entered full time were also more likely to attain degrees or certificates than those who started part time. There is good news for high school graduates who enter community colleges full time the fall immediately following graduation—over 63 percent of these students attained at least certificates and over one-fourth attained baccalaureate degrees or beyond. The attainment of those who delayed entrance or started part time at public community colleges was considerably lower. There are several possible explanations for this. These students are more likely to come from lower socio-economic status backgrounds, having poorer academic ideals and preparation. Students who delayed entry into the postsecondary educational system, especially six or more years after high school graduation, are also less likely to have had sufficient time to complete the program during the 10-year window afforded in this study.

Length to Degree Attainment

Table 1 shows the length of time to degree attainment following initial enrollment in postsecondary education. In the aggregate, the average length for a student to attain the associate's degree is 36.8 months, or slightly more than 3 years. A further analysis of this data shows some interesting findings. Even students who initially enter public community colleges full-time take nearly three years (34.6 months) on average to complete an associate's degree. This group also takes over a year longer to attain a baccalaureate degree than those who enter a four-year institution full time (66.5 versus 53.1 months). Students on the fastest track to the associate's degree are those who attend private and proprietary institutions. Students on slower tracks, not surprisingly, are the part-time enrollees, who take over four-and-a-half years (55.7 months) to attain the associate's degree. Another group that takes nearly four years (47 months) to attain the associate's degree are so-called reverse transfer students, or students who start at four-year institutions and transfer back to gain the associate's degree.

Reference

Tuma, J.; Geis, S.; & Carroll, C. D. (1995). *Educational Attainment of 1980 High School Sophomores By 1992: 1992 Descriptive Summary of 1980 High School Sophomores 12 Years Later.* Washington, DC: U.S. Department of Education, Office of Education Research and Improvement.

—Kent Phillippe, AACC, x222

Table 1

Average Number of Months Between First Enrollment and Attainment of Degrees by Type of Degree and Timing and Intensity of Postsecondary Enrollment

Type of Start in Postsecondary Education	Postsecondary Certificate	Associate's Degree	Bachelor's Degree
Four-Year Institutions			
Full-time fall 1982	57.2	47.0	53.1
Part-time fall 1982	n/a	n/a	71.7
Delayed entry	36.4	41.1	48.9
Two-Year Institutions			
Full-time fall 1982	43.4	34.6	66.5
Part-time fall 1982	37.6	55.7	67.6
Delayed entry	32.5	38.0	66.9
Other Institutions			
Fall 1982	19.4	27.8	58.5
Delayed entry	16.5	28.7	n/a
TOTAL	29.6	36.8	55.7

Table 2

Percentage of 1980 High School Sophomores by Highest Degree Attained Through 1992 and Type and Intensity of Enrollment

Started in a Public Community College	Less Than High School Graduate	High School Graduate	Postsecondary Certificate	Associate's Degree	Bachelor's Degree	Master's Degree	Professional or Doctoral Degree
Full-time fall 1982	0.3	36.5	11.9	24.4	24.6	2.1	0.2
Part-time fall 1982	1.6	59.5	13.4	9.4	14.4	0.9	0.8
Delayed entry	1.7	63.0	16.9	12.0	6.2	0.2	0.0

AACC Research and Data

May 1995

AACC Membership Profile

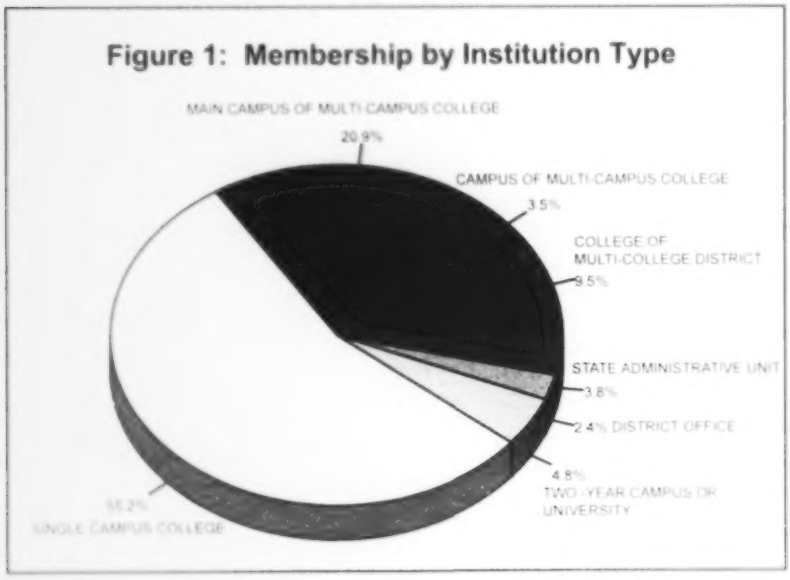
GENERAL PROFILE

The American Association of Community Colleges has been serving U.S. community colleges for 75 years. AACC currently represents 1,046 institutional members, including 39 state administrative units and 36 campuses of multi-campus colleges. Over half of AACC member colleges are single-campus colleges; about one-fifth are main campuses of multi-campus colleges; and one-tenth are campuses of district colleges (Figure 1). They come from all 50 states, with California, Texas, Illinois, North Carolina, and New York being the states with the largest percentages of member colleges. These five states together represent about one-third of the AACC membership.

Many AACC member colleges are young institutions relative to four-year institutions. Stimulated by changes in population structure, economy, and policy in the 1960s and 1970s, over half of AACC colleges (57 percent) were established in those two decades. About one-third were established before that.

Over two-thirds of AACC colleges use semester systems and about one quarter use quarter systems. The required minimum to be considered full-time varies by college, with an average of 18 hours. Of the 669 colleges with information on full-time credit hours, about 63 percent require 12 credit hours or fewer per semester or quarter to fulfill full-time student status.

Figure 1: Membership by Institution Type



REVENUES AND COSTS

Of the 1,046 AACC institutional member colleges, an overwhelming majority are public schools with 3 percent (33) being independent or private institutions. The four major budget resources are federal, state, local, and tuition. On average, state support constitutes about one-third of college budgets, while federal, local, and tuition make up 4.6 percent, 12.5 percent, and 16.6 percent respectively (Figure 2).

One of the biggest advantages of community colleges is low cost. Despite regional variations, the average annual tuition cost in about one-third of our member colleges is below $200, one-third between $200 and $1,000, and the remaining one-third over $1,000. The average annual tuition cost for all of the colleges is $829. Community colleges also require fewer special fees other than tuition compared with four-year institutions. About 45 percent of all these colleges require no additional fees other than tuition and one-tenth of them have required fees over $200. Fifty-five of AACC members identify themselves as having dormitories and 18 as having boarding costs.

FACULTY COMPOSITION

The faculty composition in AACC colleges distinguishes itself from four-year institutions in two major respects: a higher percentage of females and a higher percentage of part-time faculty. Among the 600 colleges with faculty information available, on average, 48 percent of the faculty members are female while 52 percent are male. The average number of faculty is around 300, including both male and female, full time and part time. The majority of AACC college faculty members teach part time. About three-fifths of all faculty are part time, half males and half females, while only two-fifths are full- time faculty (Figure 3).

STUDENTS COMPOSITION

Community colleges, offering open access and admission, low cost, convenience, and flexibility, serve students of all age groups, ethnicity, and backgrounds—especially those who may not otherwise have the opportunity for a higher education. Despite their diversity, community college students are unique in representing a higher percentage of women and

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older population compared with four-year institutions.

Virtually all ethnic groups are represented in AACC member colleges. On average, about 78 percent of students are white; about 11 percent are black; about 3 percent are Asian or Pacific Islanders; about 8 percent are Hispanic; and about 2 percent are native Americans (Figure 4).

—Yong Li, AACC, x258

Figure 2: Budget Resources

In Percentages

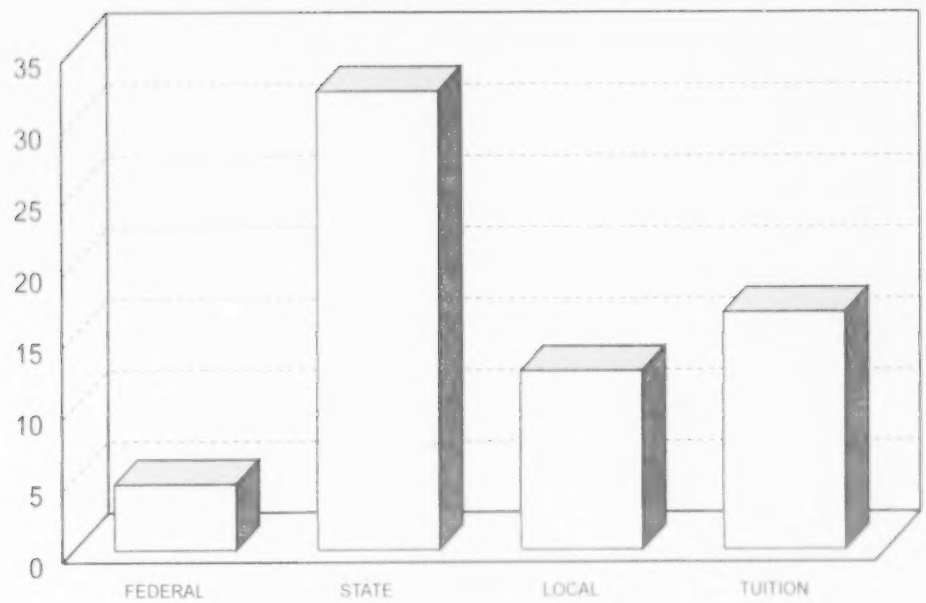


Figure 3: Faculty Composition

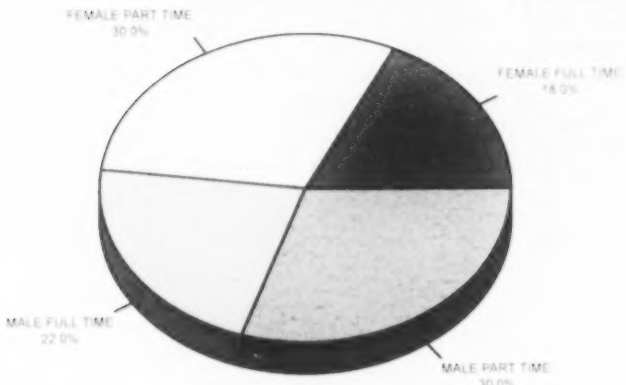
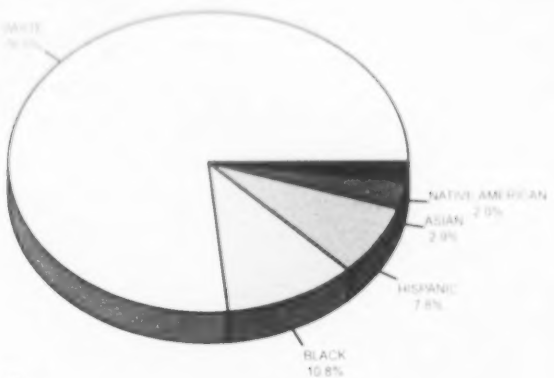


Figure 4: Student Composition



AACC Research and Data

June 1995

Training Students to Save the Environment

The care and well being of our environment has increasingly become the spotlight of media attention; scientific research; and federal, state, and local regulations. Environmentally oriented jobs and technologies undreamed of twenty years ago are now becoming increasingly important in the U. S. and global market place economy. A report produced for President Clinton and the White House by the National Science and Technology Council (NSTC) stated:

> "Achieving these goals [creating jobs while improving and sustaining the environment] requires an environmental technology strategy that addresses the need to remediate past environmental damage, while helping us shift from waste management to pollution prevention and more efficient use of valuable resources."
>
> (NSTC, 1995; Page i)

This report from the White House further states one of the initiatives is to develop a "program to develop the nations's network of community colleges to advance programs related to sustainable development and environmental technologies" (NSCT, 1995, p. v).

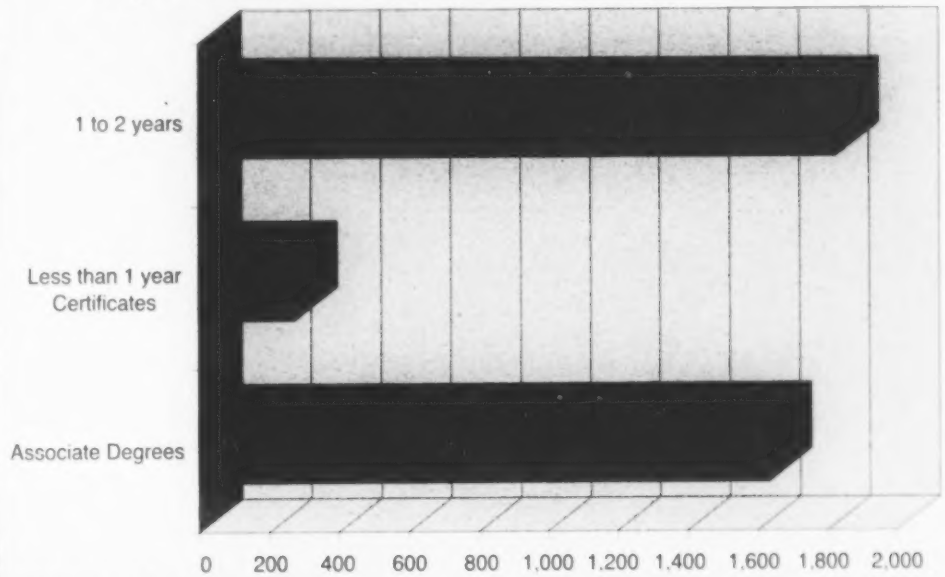
One way of analyzing the community college involvement is to tally degree and certificate recipients in selected programs based on data reported to the Department of Education. Using a relatively conservative selection of 17 programs from the National Center for Education Statistics' Classification of Instructional Programs (CIP) codes[1], 216 colleges reported giving less than four-year undergraduate degrees or certificates in a broad range of environmentally related fields in the academic year 1992-93 (see figure 1). Students were awarded 1,634 associate degrees (slightly less than one percent of all associate degrees conferred in 1992-93) and 1,827 certificates for programs of one to two years in length (over one percent of all one to two year certificates awarded). Programs of less than one year conferred 274 certificates in these fields of study.

The classification procedures used in the CIP do not clearly identify the programs that are focused on the environment, and there are many courses and programs that are thus unidentified by this method of analysis. In a study conducted by the National Science Foundation (NSF)(Burton & Celebuski, 1995), investigators looked at science related technologies in community colleges. Of the two-year colleges that responded to this survey, 446 reported a division of science technologies. Within these colleges, 22 percent reported an environmental technologies program, and 15 percent reported having an hazardous materials program (see figure 2). Nearly one in four course enrollments in the science technology programs of all respondent two-year colleges was environmentally related. Environmental technologies accounted for 15 percent and hazardous materials courses accounted for another 7 percent of the science technologies course enrollment (see figure 3).

Community colleges are in a unique position to capitalize on this increasingly important area. Community colleges are responsive

Figure 1

Degrees and Certificates in Environmentally Related Fields of Study



Source: IPEDS 1992-93 Completion Survey

to the needs of their community and able to adapt their curriculum to those needs. Most community colleges already provide worker training to business and industry (see June 1994 Research and Data). Community college faculty frequently are culled from the business and industry in the community to teach specific courses allowing for the most current technologies and procedures to be available to the student. Therefore, it is not surprising that community colleges are providing education in these emerging fields and will continue to do so.

Notes:

1. A list of program codes selected is available from the author.

References:

Burton, L. & Celebuski, C. A. (1995). *Technical Education in 2-Year Colleges: HES Survey Number 17.* Washington, DC: National Science Foundation, Division of Science Resources Studies.

Integrated Postsecondary Education Data Survey (IPEDS) 1992-93 Completions Survey. [Electronic data file]. (1995). Washington, DC: U.S. Department of Education, National Center for Education Statistics [Producer and Distributer].

National Science and Technology Council (1995). *Bridge to a Sustainable Future.* Washington, DC: Same.

*—**Kent Phillippe, AACC, x222***

Figure 2
Colleges Reporting Various Science Technology Programs

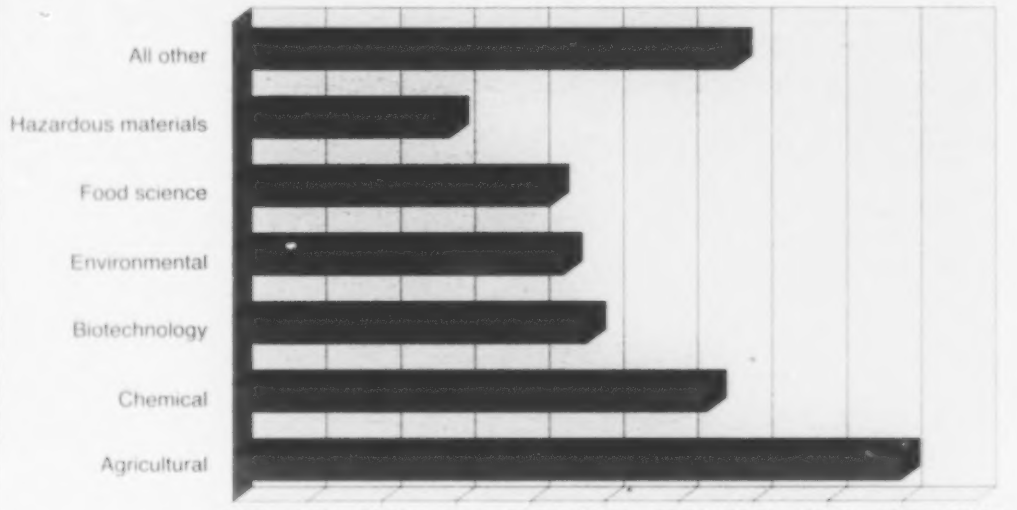
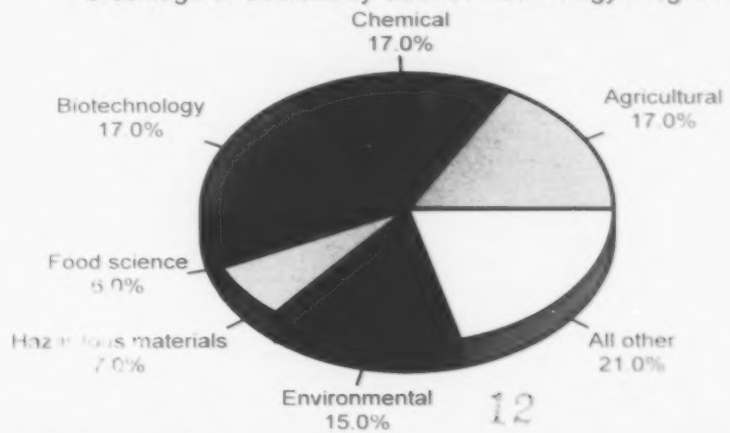


Figure 3
Percentage of Courses by Science Technology Program



Source: HES Survey Number 17, NSF

AACC Research and Data

July 1995

Older Students in Community Colleges

Over the past two decades, enrollment of students 25 years or older has grown in both absolute numbers and as a proportion of total enrollment. In 1991, older students made up almost one-half of enrollment in American institutions of higher education. This is more apparent in community colleges. According to a report by the National Center for Education Statistics titled *Profile of Older Undergraduates: 1989-90*, students 25 or older made up about 56.2 percent of the student population in 2-to 3-year public institutions; students 25 to 40 made up 40.5 percent; and students 40 and up, 15.5 percent.

Compared with their younger counterparts in community colleges, older students (those 25 and up) tend to be quite different in terms of demographic and socioeconomic characteristics, enrollment patterns, employment experience while studying, use of financial aid to pay for their education, and persistence.

Demographics and Socio-economic Characteristics

According to the report by NCES, older students are predominantly white and female. Overall, older students tend to have different family situations from younger students. They tend to be married and have dependents. Older students are also more likely to be single parents. Parents of the older students have lower educational levels than parents of their younger counterparts. Although it is difficult to compare the financial situations of older and younger students because most younger students have access to parental resources while older students are mostly financially independent, as a group, older students tend to fall into the low-to-moderate family income category.

Enrollment Patterns

Older students are more likely to be enrolled in associate's degree and certificate programs than younger students. According to the NCES report, about one-third of the older students are enrolled in associate's degree programs, 17 percent in certificate programs, and one quarter in programs not leading to any formal award. Likewise, older students tend to be part time. The age distributions for full- and part-time students in community colleges (Graphs 1 and 2) show that full-time students in community colleges are predominantly "traditional" younger students, while the part-time students are more evenly spread out across all age groups.

Although business is the most popular field of study among all age groups, older students do differ from their younger counterparts by favoring occupation-related fields such as computer and information technology, health, and education. They are less likely to be enrolled in life science, social/behavior science, and liberal arts/humanity arts (Table 1).

Financial Aid

Compared with younger students, students 25 to 39 are somewhat more likely to get any kind of financial aid, which includes grants, loans, and "other" aid than students 40 or older. However, since older students are more likely to be employed while studying, all students 25 and over are much more likely to get employer aid than their younger counterparts (8.9 percent compared with 1.6 percent) (Table 2).

Table 1

Percentage Distribution According to Major Field of Study in Less-than-Four-Year Public Colleges

AGE GROUP	LIB.ARTS/ HUMAN./ ARTS	SOC./ BEHAV. SCI.	LIFE SCI.	PHYSICAL SCI.	MATH	COMPUTER/ INFO TECH	ENGINEERING	EDUCATION	BUS./ MGT.	HEALTH	VOC./ TECH.	OTHER TECH./ PROG.
TOTAL	18.8	2.8	1.4	1.4	1.0	4.5	6.0	5.5	23.9	8.9	10.1	15.8
LESS THAN 24 YEARS OLD	21.9	3.6	1.8	1.5	1.2	2.4	6.7	4.3	24.6	6.5	9.4	16.1
24 YEARS OR OLDER	16.6	2.1	1.1	1.4	0.9	6.0	5.6	6.4	23.5	10.5	10.7	15.4
24-29	16.2	2.5	1.9	1.0	1.5	5.6	7.6	5.2	22.7	9.5	11.8	14.5
30-39	16.2	1.4	0.6	1.5	0.6	5.1	5.5	7.0	24.9	12.0	9.9	15.3
40 AND UP	17.6	2.5	0.7	1.7	0.6	7.7	2.9	7.2	22.4	9.5	10.5	16.8

Source: NSPAS:90

Persistence

The persistence patterns of students with certificate and degree objectives were different for older and younger first-time beginning students, according to the report by NCES. Older students have a higher rate of completing a certificate within nine months than younger students. Of the older beginning students seeking a certificate in 1989-90, 36 percent completed it within 9 months, compared with 25 percent for younger students. However, they are less likely to complete once past the nine-month period (19 percent completion rate for older students compared with 22 percent for younger students).

Older students seeking an associate's degree are much less

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likely to complete within two years than their younger counterparts. This is to be expected, since older students tend to enroll part time and therefore take a longer time to finish. However, older students are also much more likely to have left without reenrolling within this two-year period (66 percent versus 40 percent for younger students). This is true whether they are full-time or part-time students.

Population Projection and Its Impact on Community Colleges

The U.S. population is projected to continue aging through the next century, with its median age increasing from 33.4 in 1993 to 39 in 2050. Percentages for population ages 40 and older is also expected to increase substantially, from 37 percent for males and 41 percent for females in 1993 to 47 percent and 50 percent in 2050 (Figure 3). This change in the age structure of the U.S. population is particularly important to community colleges, which are absorbing an increasingly large percentage of the older students among higher education institutions. Community colleges nationwide need to be prepared to face the impacts of the once "nontraditional" student group on college enrollment patterns, persistence, financial aid, and participation in campus activities and programs.

Reference

Profile of Older Undergraduates: 1989-90. Statistical Analysis Report. April 1995. National Center for Educational Statistics.

—Yong Li, AACC, x258

Table 2

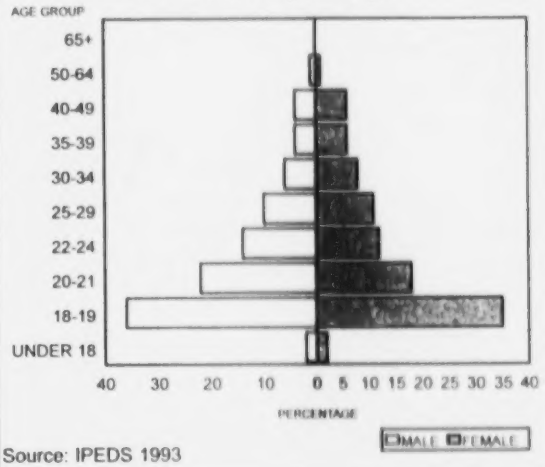
Percentage of Students With Any Aid, Grants, Loans, and Employer Aid in Less-than-Four-Year Public Colleges

AGE GROUP	ANY AID		GRANTS		LOANS		EMPLOYER AID	
	%	$ AMOUNT	%	$ AMOUNT	%	$ AMOUNT	%	$ AMOUNT
TOTAL	27.9	1991.0	24.7	1313.0	5.2	2780.0	5.7	456.0
LESS THAN 24 YEARS OLD	26.1	2215.0	22.3	1493.0	4.6	2269.0	1.6	428.0
24 YEARS OR OLDER	28.5	1860.0	26.6	1212.0	5.3	3050.0	8.9	461.0
24-29	29.3	2507.0	26.7	1469.0	7.9	3409.0	6.2	596.0
30-39	31.5	1841.0	27.6	1085.0	5.5	2828.0	10.9	371.0
40 AND UP	23.5	1276.0	21.8	1061.0	1.8	2041.0	9.5	492.0

Source: NPSAS:90

Figure 1

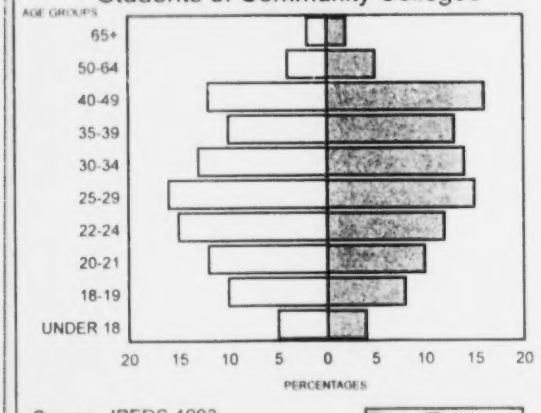
Age Distribution for Full-Time Students in Community Colleges



Source: IPEDS 1993

Figure 2

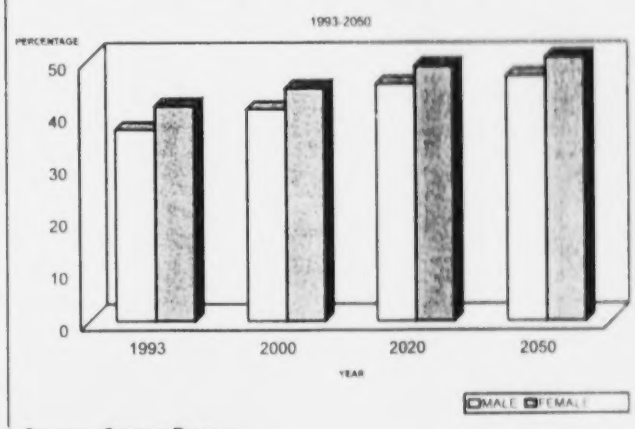
Age Distribution for Part-Time Students of Community Colleges



Source: IPEDS 1993

Figure 3

Projections for Population Age 40 and Up



Source: Census Bureau

Community College Revenues and Expenditures

Community colleges are frequently championed as being the best value in higher education. This comment frequently refers to the low cost to the student. The economic savings to local, state, and federal government is also an important aspect of the value of community colleges for providing postsecondary education. This brief will look at some of the issues surrounding revenues and expenditures in public community colleges.

Revenues

Funding for community colleges comes from a variety of sources. The same basic funding sources are in place for all public community colleges, but the mix varies from state to state, as well as within many states. An analysis of revenues for community colleges in 1992 reveals an intriguing pattern. Utilizing data collected on the Integrated Postsecondary Education Data Surveys (IPEDS) Finance Survey, the following information was obtained on community college revenue sources. On average, the lion's share of public community college revenues comes directly from state appropriations, grants, and contracts (41.2 percent, see Table 1). Tuition accounts for another 19.9 percent, with the remainder of revenues coming from: local sources (16.4 percent); federal sources (12.5 percent); and other sources, including endowments and private grants, gifts, and contracts (10.1 percent). While this is a national average for public community colleges, there is substantial variation among states. The amount of revenue from state sources varies from a high of 72.8 percent at Hawaii's community colleges to a low of 16.3 percent in Montana's community colleges. Tuition, on the other hand, accounted for only 6.9 percent of the revenues in California colleges, while New Hampshire and Massachusetts relied on tuition for over one third of their community college revenues. South Dakota community colleges relied on federal funds for 53.2 percent of their revenues (South Dakota public community colleges are all federally funded Native American Tribal Colleges), while Alaska reported receiving no federal funds for their community colleges. Five states, Arizona, Illinois, Kansas, North Dakota, and Wisconsin rely on local sources of revenues for over 30 percent of their funding.

Another way of analyzing revenues is to separate them into restricted funds—funds externally designated for specific purposes—and unrestricted funds. Nationally, community colleges report that 21 percent of their funds are restricted. New Hampshire community colleges report that 100% of their funds are restricted[1], while Connecticut community colleges report only 12 percent of their revenues as being restricted in use.

As funding becomes more and more difficult to obtain from federal, state, and local sources, many community colleges are turning to other forms of funding to help their institutions. One source that has been a mainstay of larger public and private universities has been endowments; yet community colleges are not noted for theirs. IPEDS data indicate that 311 community colleges reported endowments, 60 of which were valued at over $1,000,000. Table 2 shows the 10 community colleges with the largest market values for their endowments in the 1992-93 fiscal year. Total revenues from endowments for community colleges was around $15.3 million, or less than .08 percent of total revenues.

Table 1

Revenue Sources for Community Colleges - National Percentages/Dollar Amounts

Amount		Percent
Federal Funds	$ 2,430,558,982	12.45%
State Sources	$ 8,032,939,141	41.16%
Local Sources	$ 3,204,578,531	16.42%
Tuition	$ 3,874,887,514	19.86%
Other Sources	$ 1,971,802,169	10.10%
Total	$ 19,514,766,337	100.00%

Expenditures

Community college expenditures indicate the real value of the community college for providing the early years of postsecondary education. On average, public community colleges expend around $6,239 per full-time equivalent (FTE) student (see

[1] New Hampshire revenues are all designated at the state level, and therefore there are no unrestricted funds at the community college level.

Figure 1). By comparison, public four-year institutions average over $15,000 per FTE student. Instructional expenditures account for over 42 percent ($2,661 per FTE student) of public community college expenditures, while four-year institutions expend under 30 pecent ($5,296 per FTE student) on instruction. A good part of this difference is a result of expenditures for research at the four-year institutions. Like revenues, expenditure structures vary from state to state; however, only one state, Vermont, spent less than 30% on instruction. Community colleges also expend slightly less on student services ($554) than four year institutions ($694). It is clear from these numbers that there is value not only to the student (tuition is roughly half the cost at community colleges), but also to the local, state, and federal government in educating students at community colleges.

References

Integrated Postsecondary Education Data System (IPEDS) 1992-93 Finance Survey. [Electronic Data File]. (1995). Washington, DC: US Department of Education, National Center for Education Statistics [Producer and Distributor].

National Center for Education Statistics (1993). *Digest of Education Statistics: 1994.* Washington, DC: US Department of Education, Office of Educational Research and Improvement.

—Kent Phillippe, AACC, x222

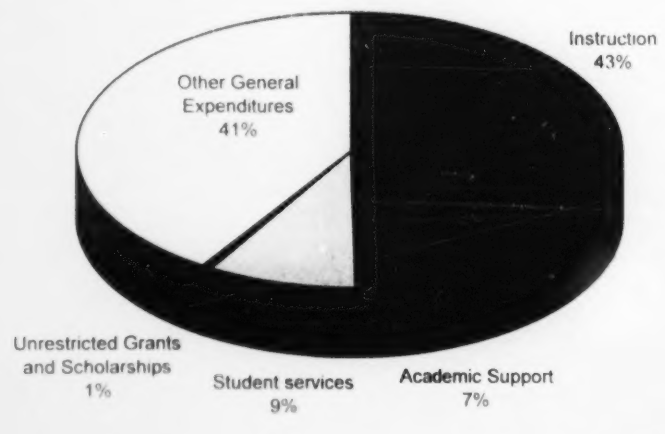
Table 2

Endowment Values of Public Community Colleges in Descending Values

Endowment Market Value	Institution Name	City	State Abbreviation
$132,110,385	New Mexico Military Institute	Roswell	NM
$41,138,943	Miami-Dade Community College	Miami	FL
$23,013,730	Mott Community College	Flint	MI
$22,301,014	Columbus State Community College	Columbus	OH
$21,166,832	Vincennes University	Vincennes	IN
$14,747,600	Oakland Community College	Bloomfield Hills	MI
$9,052,625	Macomb Community College	Warren	MI
$8,505,146	Jamestown Community College	Jamestown	NY
$8,440,739	Moraine Valley Community College	Palos Hills	IL
$7,738,393	Santa Rosa Junior College	Santa Rosa	CA

Figure 1

General Expenditures per Full-Time Equivalent Student for Public Community Colleges



Source: Analysis of 1992-93 IPEDS data

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For more information on state revenues and expenditures, and a wealth of other state and national information relevant to community colleges, don't miss the Back to School issue of the *Community College Times*, introducing the *1995 AACC Annual*, a state-by-state snapshot of community colleges now.

AACC Research and Data

September 1995

Faculty in Community Colleges

This research brief is an analysis based on the 1992-93 National Study of Postsecondary Faculty, conducted by NORC, the National Opinion Research Center at the University of Chicago and sponsored by the U.S. Department of Education's National Center for Education Statistics. The survey sampled 16,828 four-year institution faculty and 8,952 two-year institution faculty. In this survey, the eligible universe included anyone who was designated as faculty, whether or not their responsibilities included instruction, and other (non-faculty) personnel with instructional responsibilities. The analysis here will focus on faculty of two-year institutions.

DEMOGRAPHICS

The average age of the sampled two-year institution faculty was 47, ranging from 21 to 91 years old, with 4.4 percent 65 years and older. Slightly over half of the faculty (51 percent) were female. The overwhelming majority were white, non-Hispanic (81.1 percent), approximately 8.4 percent black; 5.2 were Hispanic; 3.6 were Asian; and 0.9 percent were Native Americans. The survey also suggested that about one third of the faculty were union members, while about half of them weren't due to ineligibility or unavailability.

Over half of the faculty (55.6 percent) were married with dependents, 19 percent married with no dependents, 16 percent single with no dependents, and 9 percent single with dependents. The average income per household member was $27,123, while the average total earned personal income (all sources combined) was $44,753, and the average total household income was $64,387. The survey also indicated that more than half of the faculty's parents (52.1 percent) had low educational attainment level (high school or less), and only about 3 percent had high educational level (doctorate or professional degree).

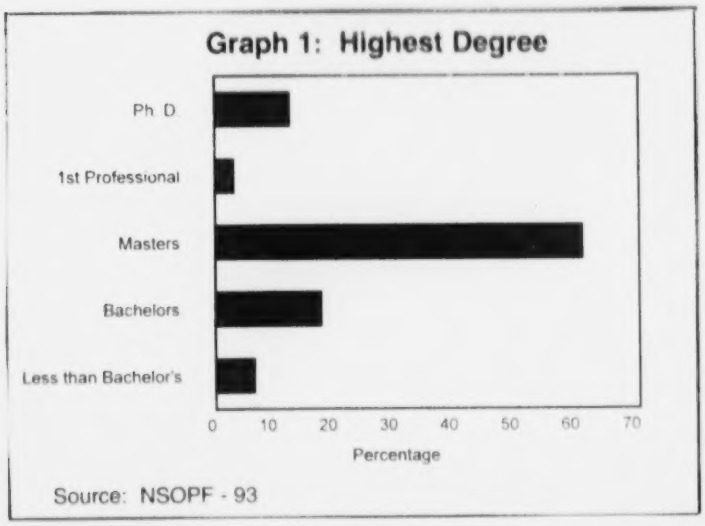
PROFESSIONAL BACKGROUND/DEVELOPMENT

Seventy-six percent of the community college faculty had earned an associate's degree. The highest degree for the majority of the faculty was a master's degree (61 percent), bachelor's 17.5 percent, doctorate or professional degree 15.5 percent, and only 6.4 percent with a highest degree lower than bachelor's (Graph 1). Over half of the faculty were instructors (about 56 percent), while nearly 15 percent were associate or assistant professors, and 12 percent were full professors. Humanities and natural sciences were the two areas of teaching that had the largest number of faculty (about two-fifths), while agriculture and engineering had only 1.2 percent and 2.7 percent of the faculty respectively (Graph 2).

Seventy-one percent of the faculty were employed on a regular basis at the institution while the remaining 29 percent had a temporary appointment. About two-fifths of the community colleges did not have a tenure system. For those who did, about 63 percent of the faculty were tenured or on tenure track.

Community colleges are distinct from the four-year institutions in having a large percentage of part-time faculty. The survey suggested that about 44 percent of the faculty were employed part time and 56 percent full time by their institutions. When asked about the reasons for being part time, 50 percent said personal preference; about 48 percent said full-time positions were not available; 61 percent intended to use the part-time job to supplement their income; 69 percent chose to do so to be in an academic environment; and 7 percent chose part time while finishing graduate degrees. Besides the prevalence of part-time faculty, multi-employment status was also a common phenomena among two-year institution faculty. Forty-eight percent of the faculty had one or more other current jobs besides their primary ones, and 52 percent were employed solely at their primary institutions. Among those with other current jobs, the large majority (88 percent) had one or two jobs besides their primary ones. One half of the other current jobs were part-time positions.

One important issue about faculty development is the availability of funding for professional training or activities. The study suggested that over half of the faculty had access to tuition remission, funding for professional travel, funding for training and teaching



skills. Over one-third had access to funding for professional associations and sabbatical leave, and only 19 percent had funding available for retraining needs (Graph 3).

Another issue is the access and availability of technology and facilities. The study suggested that more than two-fifths of the faculty did not have or had poor availability to a personal computer. Two-fifths did not have access to centralized (mainframe) computer facilities, and a half had no access to computer networks with other institutions. However, most faculty rated favorably their access to audio-visual equipment, classroom space, secretary support and library holdings (Graph 4).

WORKLOADS & ATTITUDES

Community college faculty worked an average of 39.5 hours per week, 30.4 hours for part timers and 46.6 for full timers, and taught an average of three classes or sessions in the 1992 fall term. The majority of the time was allocated for teaching (67 percent), only 4.5 percent for research, 9.2 percent for administrative work, and about 19 percent for other activities (Graph 5).

Generally speaking, community college faculty thought favorably about their jobs and opportunities. The large majority (87 percent) were satisfied with their jobs overall. Three-quarters were satisfied with their work load and job security. More than half were satisfied with their advancement opportunities and time available for keeping current in their fields, and 82 percent were satisfied with the freedom to do outside consulting.

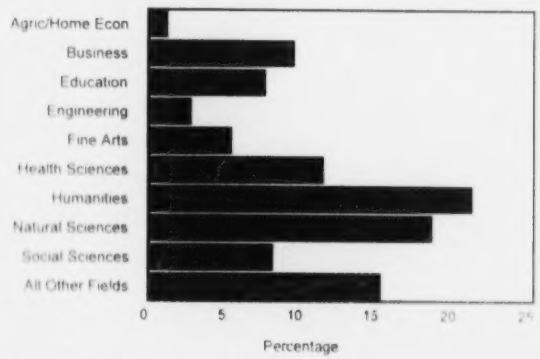
MIGRATION POSSIBILITY & RETIREMENT

Correlated with overall satisfaction with their jobs, community college faculty showed low possibility of leaving their current institutions for either another postsecondary institution or leaving the postsecondary environment at all. Only 10 percent indicated that they would leave for another part-time job in the next three years, and 19 percent would leave for another full-time job within three years.

The average intended retirement age of community college faculty was 64.8, and only one-third indicated they would take early retirement. However, over half of faculty (55 percent) said they would like to draw on retirement and continue to work on a part-time basis. The picture for faculty 65 and over was different from the rest. Even though the average retirement age was much higher (72), more than half indicated that they plan to retire within a year and 36 percent within five years. Over two-thirds of them (72 percent) indicated that they would draw retirement and continue to work part time.

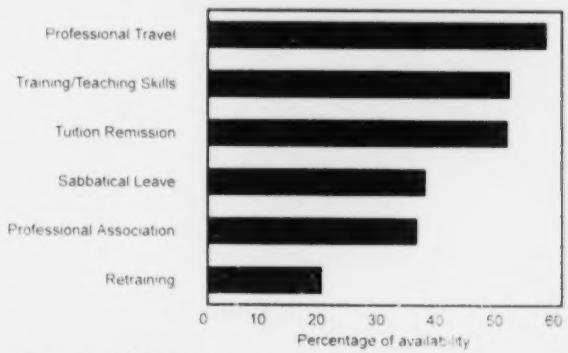
—Yong Li, AACC, x258

Graph 2: Areas of Teaching



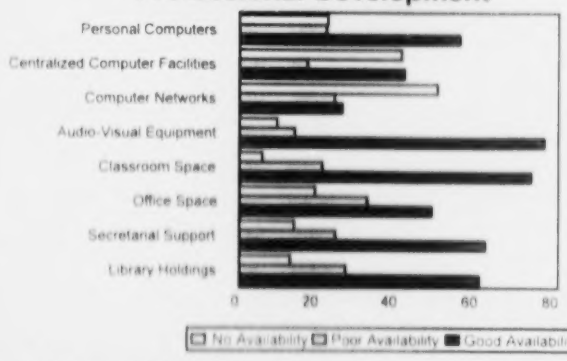
Source: NSOPF- 93

Graph 3: Availability of Funding for Professional Development



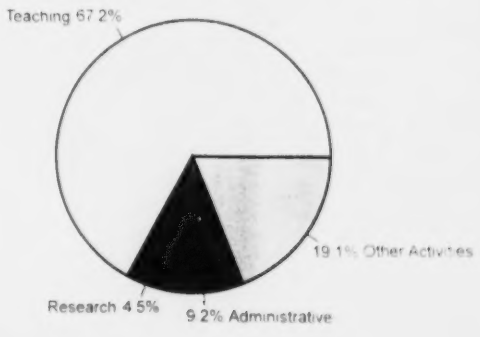
Source: NSOPF- 93

Graph 4: Availability of Funding for Professional Development



Source: NSOPF- 93

Graph 5: Allocation of Time



Source: NSOPF- 93

AACC Research and Data

October 1995

Community College Enrollment

As the new academic season starts, enrollment is an important factor in the minds of community college administrators. Budget cuts, economic recoveries and increased tuition all have had impacts on community colleges' primary commodity, the student. Public community colleges enroll more students than any other sector of higher education. This was especially true in 1992 when community college students made up over one third of all postsecondary students and over 40 percent of all undergraduates that fall. This brief will look at enrollment trends since 1985 including data from last year's fall enrollment (1994).

Methodology

Data for 1985 through 1993 is from the fall enrollment survey of IPEDS (Integrated Postsecondary Education Data Surveys). The U.S. Department of Education sends this annual survey to all postsecondary institutions, with a better than 90 percent response rate (97 percent in 1993). Enrollment figures are for all public institutions that offer the associate's degree as their highest award, and are accredited by an agency recognized by the Department of Education (1,015 in 1993). Enrollment data for 1994 is from the AACC 1994 Fall Survey, a national survey collected annually from community colleges. The initial response rate was approximately 55 percent, however, due to the unreliability of some of the data, the final analysis includes 501 colleges, or 49 percent of the colleges surveyed. Several analyses were run to test the differences between colleges who responded to the survey and those that did not. There were no significant differences between the two groups on any of the following variables: location of college, 1993 enrollment, part-time attendance, gender, or racial/ethnic makeup. This suggests that the sample is representative. To generalize the sample to the rest of the institutions, the results of the survey were multiplied by a correction factor, based on 1993 IPEDS enrollment data, to obtain an estimated enrollment for 1994.

Results

Community college enrollment showed a steady increase between the years of 1985 and 1992 (See Table 1). During this period, enrollment increased by over 28 percent, an average of 4 percent each year. Between 1992 and 1993, however, enrollment dropped by 2.7 percent, the first enrollment decrease in over a decade. Data from our survey suggest that the enrollment again increased in 1994, up 1.1 percent. There are several possible reasons for the decrease in enrollment between 1992 and 1993. First, community college enrollment tends to decrease when the economy is good; people are less likely to attend college when they are working. Second, there were fewer high school graduates than previous years, a trend

Table 1

Fall Headcount Enrollment in Public Community Colleges by Attendance Status and Gender: 1985-1994

	Full-Time	Part-Time	Percent Full-Time	Male	Female	Percent Female	Total Enrollment
1985	1,496,905	2,772,828	35.1%	1,880,684	2,389,049	56.0%	4,269,733
1986	1,505,873	2,907,818	34.1%	1,934,938	2,478,753	56.2%	4,413,691
1987	1,530,912	3,010,142	33.7%	1,968,840	2,572,214	56.6%	4,541,054
1988	1,567,973	3,047,514	34.0%	1,976,800	2,638,687	57.2%	4,615,487
1989	1,674,249	3,209,411	34.3%	2,095,325	2,788,335	57.1%	4,883,660
1990	1,716,843	3,279,632	34.4%	2,128,394	2,868,081	57.4%	4,996,475
1991	1,885,607	3,519,208	34.9%	2,295,449	3,109,369	57.5%	5,404,815
1992	1,917,716	3,567,796	35.0%	2,309,687	3,175,825	57.9%	5,485,512
1993	1,918,192	3,419,136	35.9%	2,256,940	3,080,388	57.7%	5,337,328
1994 (1)	1,963,173	3,433,463	36.4%	2,247,421	3,149,215	58.4%	5,396,636

Sources: NCES, AACC 1994 Fall Survey

(1) Estimated from AACC 1994 Fall Survey

that will change over the next few years. Finally, there were significant tuition increases in many states deterring students from attending. In California for example, enrollment was down 9.7 percent in 1994 following significant tuition increases. Since over one-fifth of community college students attend in California, this had a major impact on the national figure. The 1994 data suggest that enrollment again increased; however due to possible sampling bias, it is possible that this is an over-estimate. It is unlikely that the enrollment showed as dramatic a decrease as in 1993 and likely that it increased or remained constant.

Over the last 10 years, the number of women attending community colleges has shown a steady increase (See Table 1). From 56 percent of the community college population in 1985 to approximately 58.4 percent of the community college population in 1994. Over the same period, attendance status, (part time or full time) had a different pattern. Full-time attendance dropped the first three years then slowly increased the next five years, and increased faster the last two years. This again may be due to the increasingly good economy—as the economy improves, the students likely to attend are the ones who attend right out of high school, not the underemployed who are trying to beef up their skills part-time in the community college.

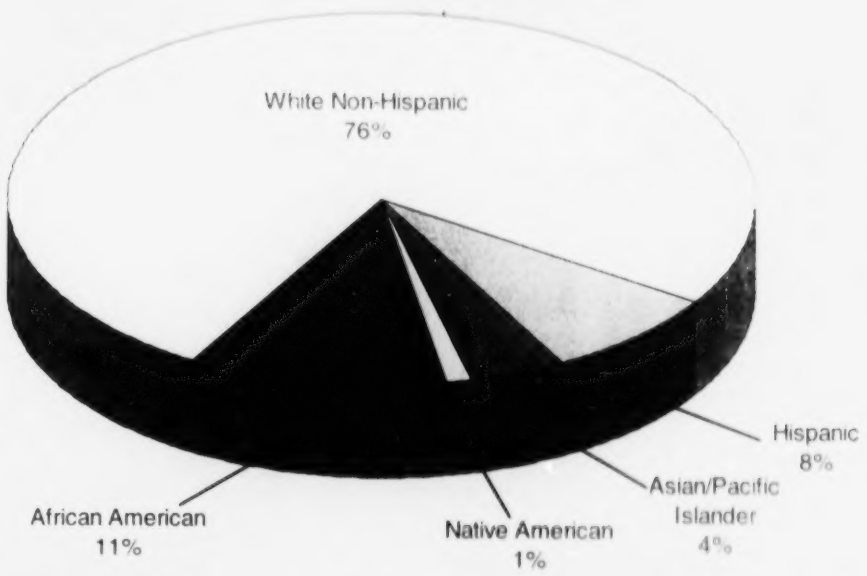
There was no significant change in the ratio of people from different racial/ethnic backgrounds in this sample from 1993 data. Figure 1 shows the percent of students from each racial/ethnic group. Public community colleges continue to be the educational institution of choice for minority students. An analysis of historical data shows that the proportion of community college students who are white has dropped from 80 percent of the population in 1972 to 75.8 percent in 1994. African-Americans have also shown a decrease in proportion, while still increasing the total number of students enrolled. People of Hispanic or Asian and Pacific Islander descent have shown the largest proportional gains in community college attendance, going from 5.5 percent and 2.1 percent to 7.8 percent and 4.3 percent respectively.

In summary, estimates from the 1994 AACC survey suggest that enrollment was steady or slightly increased in the fall of 1994. This reverses the first drop in enrollment in over a decade. However, preliminary estimates from many states are again predicting soft enrollment, and community colleges may show another decrease in 1995 fall enrollment. Nearly two-thirds of all community colleges students attend on a part-time basis, and over 58 percent are women. Minority students while still under-represented, show increasing enrollments in community colleges, accounting for more than a quarter of these students.

—Kent Phillippe, AACC, x222

Figure 1

Fall Headcount Enrollment in Public Community Colleges by Racial/Ethnic Background: 1994



AACC Research and Data

November 1995

Recent Immigrants in the United States

Since 1970, immigrants have been coming into the United States in increasing numbers. This follows a steady decline since 1910. Based on the Current Population Survey collected in 1994, 8.7 percent of the United States population was foreign-born (persons born outside the U.S.)—nearly double the percent foreign-born in 1970, which was 4.8 percent. This population increase has affected and will affect many social institutions, especially educational institutions such as community colleges. Much of the immigrant higher education and training needs fall onto the shoulders of community colleges. This research brief will focus on the most recent immigrants who have come to this country since 1990 and the impact of this on community colleges.

Demographic and Social Characteristics:

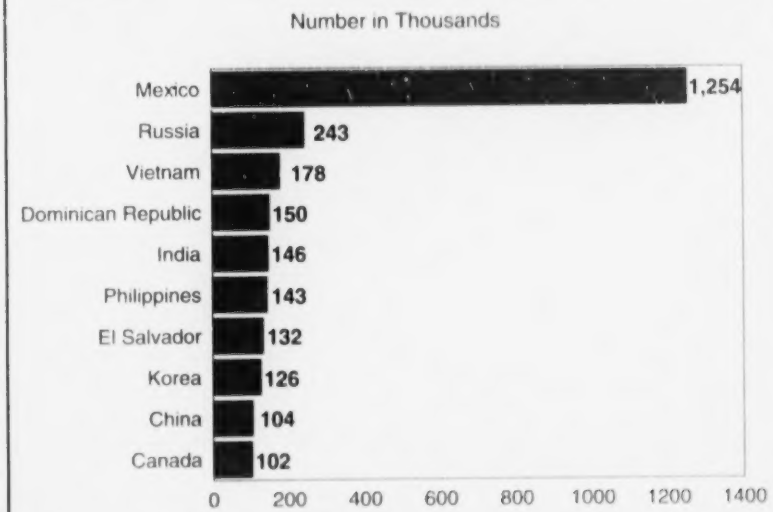
One out of every five foreign-born persons came to the United States in the last five years. Twice as many came per year during the 1990s than during the 1970's. About 4.5 million persons arrived in the five-year period between 1990 and 1994 while 4.8 million came during the decade of the 1970s. Of the 4.5 million most recent immigrants, Mexico and Russia are the two origin countries for the largest immigrant groups. Over a quarter (1.3 million) came from Mexico, and an additional 243,000 came from Russia. Other countries with large numbers of recent immigrants include Vietnam, the Dominican Republic, the Philippines, India, and El Salvador (see Figure 1).

On average, recent immigrants are much younger than natives (persons born in the U.S., Puerto Rico, or an outlying area of the U.S., and persons who were born in a foreign country but who had at least one parent who was a U.S. citizen). Those who came to the United States between 1990 and 1994 have a median age of only 26 years, compared to almost 33 years for natives. About 59.4 percent of the recent immigrants are between age 18 and 44, while only 40.7 percent natives are in this age range. Out of the 4.5 million recent immigrants, about 43 percent are of Hispanic origin. Slightly less than two-thirds are white, nearly one quarter are Asian or Pacific Islander, and only 7 percent are black.

Comparisons of the educational attainment of the recent immigrants and natives show several extremes. Recent immigrants are both more educated and less educated than natives. One-third of the recent immigrants have a bachelor's degree or higher compared to only 22 percent among natives. While 11.5 percent of the recent immigrants have a graduate or professional degree, only about 7.4 percent of natives have such degrees. On the other hand, immigrants are less likely to have graduated from high school than natives. While one-third of the recent immigrants do not have a high school diploma or equivalent, only 17 percent of natives are not high school graduates.

In 1993 recent immigrants aged 16 and over also had the lowest median income ($8,393) of all immigrants by period of entry into the United States. Their median income was substantially lower than the median income of $15,876 for natives. Part of this is related to the relatively high unemployment rate of the recent immigrants. While the unemployment rates for natives and naturalized citizens were 6.8 and 5.9 percent respectively, it was a high 12.2 percent for the recent immigrants in 1993.

Figure 1: Countries of Origin of Recent Immigrants



Source: Current Population Survey, 1994

Immigrants in Selected States:

The 4.5 million recent immigrants are unevenly spread throughout the country (see Figure 2). California alone has nearly 1.5 million recent immigrants, more than one-third of all recent immigrants coming into the United states since 1990. New York is the second largest hosting state with 14.8 percent of the share or

650,000, while Florida ranks third with 8.3 percent or 365,000. Three other big hosting states are Texas (7.5 percent or 328,000), Illinois (4.8 percent or 212,000), and New Jersey (4.7 percent or 205,000).

Patterns of racial / ethnic distributions in the above states are different. Recent immigrants of Hispanic origin tend to concentrate more in Texas, Florida, and California. In Texas and Florida respectively, 70 percent and 61 percent of all recent immigrants are of Hispanic origin, while in California and New Jersey, Asian immigrants account for 28 percent and 25 percent of recent immigrants.

Immigrants in Community Colleges:

Community colleges have long served as a vehicle for the upward social, economic, and educational mobility of people of all backgrounds. Their open access, flexibility, and low cost have attracted disadvantaged people, including many recent immigrants. Community colleges have been and will continue to be one of the major institutions for providing higher education and training for immigrants. Even though accurate data on immigrants in community colleges are still unavailable, rough estimates can be made based on an AACC survey conducted by the International Programs Office in the summer of 1995. The 476 community colleges that responded as having immigrant enrollment have a total of 90,953 immigrant students on campus. One-third of them are enrolled in 57 responding colleges in California; another 20 percent are in 15 responding colleges in Florida. According to a report by the City University of New York, the enrollment of immigrants in the community colleges of CUNY system has increased from 20 percent in 1980 to 32.4 percent in 1992.

Educating immigrants brings about both opportunities and challenges. Immigrant students bring with them pluralism and diversity and broaden the global scope of the institutions. According to the AACC International Survey, about 84.6 percent of the responding institutions have at least one program dealing with international education and exchanges. This is particularly important as the nation faces the future of an increasingly globalized economy. The bilingual ability of the immigrant students also gives them an increasingly important edge in the competitive job market. On the other hand, community colleges are now facing a serious challenge brought by congressional legislation to cut immigrant students from financial aid programs. Based on a draft report of the General Accounting Office for Senator Kennedy and House Representative Ros-Lehtinen, immigrant students account for 10 percent of all Pell recipients, and many also received Stafford loans in the academic year 1992-93. The Budget Office of the Department of Education has also estimated that 37.1 percent of the immigrant Pell Grant recipients were enrolled in public community colleges in academic year 1993-94(see Figure 3). Community colleges in the largest immigrant states will suffer the most from this bill. Excluding this student group from the financial aid which they desperately need will have detrimental effects on the colleges, the students and the community.

References:

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Immigration/Migration and the CUNY Student of the Future. The City University of New York, winter 1995.

Student Aid to Immigrants. Draft. General Accounting Office, 1995.

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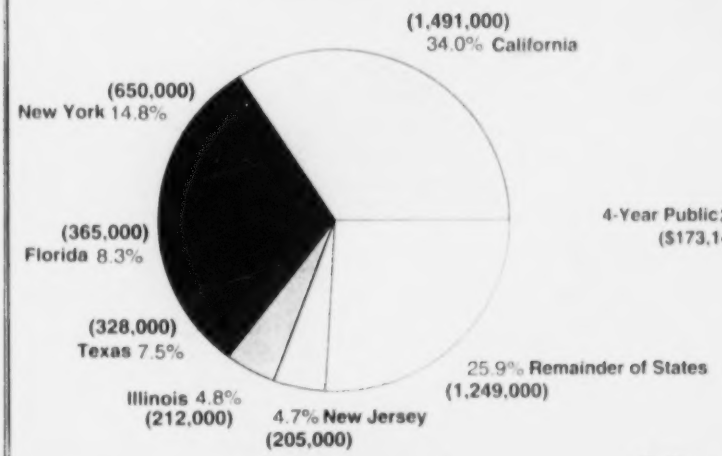
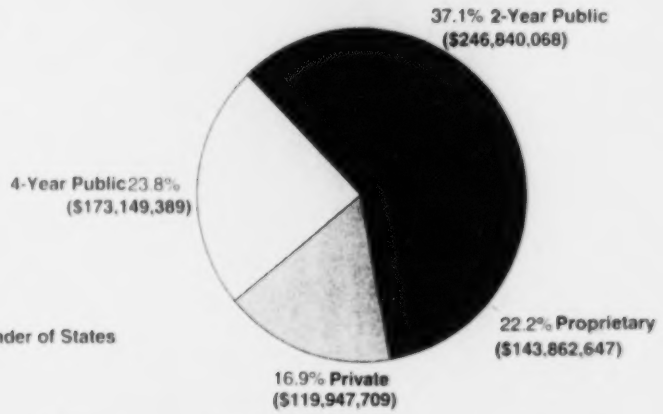
Figure 2: Recent Immigrants by State of Residence



Source: Current Population Survey, 1994

Figure 3: Non-Citizen Pell Recipients and Amount Available by Type and Control of Institution



Source: Budget Office of Department of Education, 1993-94 End-of-Year Sample

AACC Research and Data

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Student Financial Aid at Community Colleges 1986-87 to 1992-93

Student financial aid was developed as a means for the government to help provide access to higher education for individuals who might otherwise not have the opportunity. This is especially true for first-generation students and those from poorer socioeconomic backgrounds, a population particularly likely to attend community colleges. This research brief looks at information gathered from three separate National Postsecondary Student Aid Studies (NPSAS:86, NPSAS:89, & NPSAS:92). The scope of these studies is a national representative sample of students attending all sectors of accredited higher education institutions. It is important to bear in mind, however, that the cost for postsecondary education is not equal from one postsecondary sector to the next, nor is it equal from one state to the next. In addition, states differ in the amount of student financial aid they provide. Therefore the findings for this study may not accurately reflect students within each state, but they are a good estimate of the national average.

Between the academic years of 1986-87 and 1992-93, undergraduate enrollment at public community colleges (increasing by 24.3 percent) far out-paced the growth of undergraduate enrollment in the rest of higher education (increasing by 10.4 percent, see Table 1). Public community college students accounted for 40.9 percent of undergraduates in 1986-87 and 43.8 percent of undergraduates in 1992-93[1]. Despite the more rapid growth in the number of students enrolled in public community colleges, the share of federal student financial aid funds received by these students is proportionally lower than that received by the rest of higher education. An annual report released by the College Board (1995) shows public community college students have increased their share of only two major federal aid programs over this period—Pell grants (18.7 percent to 30.0 percent) and unsubsidized Supplemental Loans to Students or SLS (1.2 percent to 5.6 percent). The share of federal aid from campus-based aid[2] and the unsubsidized Parent Loans to Undergraduate Students (PLUS) was at the same rate in 1992-93 as it was in 1986-87, and the relative amount of aid from subsidized Family Financial Education Loans (FFEL) has decreased for the public community college sector (from 11.4 percent to 6.4 percent). When all aid is considered, the percent of public community college students who receive any form of aid has decreased from 48.6 percent in 1986-87 to 41.4 percent in 1992-93 (See Table 2). While the amount of aid per student has increased (from $1,599 in 1986-87 to $2,088 in 1992-93), when the amount of aid per student is corrected for the influence of inflation, the award size is virtually constant ($2,051 in 1986-87 and $2,088 in 1992-93). Perhaps even more alarming than the decrease in percentage of students receiving aid and the constant level of aid, is the decreased use and size of grant awards (from $1,641 and 48.6 percent in 1986-87 to $1,376 and 41.4 percent in 1992-93 in constant dollars) and reliance on larger loans (from $2,334 in 1986-87 to $2,541 in 1992-93 in constant dollars) for public community college students.

Several factors influence student financial aid differences between public community colleges and other sectors of higher education. One factor is the cost differential to students. Average tuition and fees at public community colleges are significantly lower than other sectors, creating less need for financial aid. A second factor is the difference in attendance patterns and student characteristics between public community college students and other sectors of higher education. As seen in Table 3, these students are much less likely to live on campus, are much more likely to be older and much less likely to attend full time. All of these factors affect their financial aid needs.

Table 1: Undergraduate Fall Headcount by Public Community College Status: 1986, 1989, & 1992

	1986	Change 1986 to 1989	1989	Change 1989 to 1992	1992	Change 1986 to 1992
Public Community Colleges	4,413,691	10.6%	4,883,660	12.3%	5,485,512	24.3%
Other Undergraduates	6,384,284	6.2%	6,781,983	4.0%	7,051,144	10.4%
Percent Enrolled in Public Community Colleges	40.9%		41.9%		43.8%	

Source: Digest of Education Statistics, 1995

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Endnotes:

1. These figures are based on fall headcount enrollment, and would be significantly higher for community colleges if year-long, unduplicated headcount enrollment was used.

2. Campus-based aid includes low-interest, subsidized Perkins Loans, College Work Study, and Supplemental Educational Opportunity Grants.

References:

The College Board (1995). *Trends in Student Aid: 1985 to 1995.* New York: The College Examination Board.

National Center for Education Statistics (1993). *Changes in Undergraduate Student Financial Aid: Fall 1986 to Fall 1989.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics (1995a). *Profiles of Undergraduates in U.S. Postsecondary Education Institutions: 1992-93.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

National Center for Education Statistics (1995b). *Student Financing of Undergraduate Education, 1992-93.* Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

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Table 2: Student Characteristics and Financial Aid, 1986-87, 1989-90, & 1992-93 [in current dollars and 1992-93 constant dollars]

			Current Dollars			Constant 1992-93 Dollars		
			1986-87	1889-90	1992-93	1986-87	1889-90	1992-93
Received Any Aid	Percent	All Undergraduates	48.60%	44.00%	41.40%	48.60%	44.00%	41.40%
		Community Colleges	32.60%	28.30%	27.10%	32.60%	28.30%	27.10%
	Amount	All Undergraduates	$3,132	$3,797	$4,171	$4,016	$4,263	$4,171
		Community Colleges	$1,599	$1,843	$2,088	$2,051	$2,069	$2,088
Received Grants	Percent	All Undergraduates	36.40%	37.20%	34.60%	36.40%	37.20%	34.60%
		Community Colleges	24.40%	25.10%	24.00%	24.40%	25.10%	24.00%
	Amount	All Undergraduates	$2,220	$2,432	$2,522	$2,847	$2,731	$2,522
		Community Colleges	$1,280	$1,323	$1,376	$1,641	$1,486	$1,376
Received Loans	Percent	All Undergraduates	24.00%	20.40%	19.60%	24.00%	20.40%	19.60%
		Community Colleges	7.70%	5.60%	6.50%	7.70%	5.60%	6.50%
	Amount	All Undergraduates	$2,279	$2,742	$3,266	$2,923	$3,079	$3,266
		Community Colleges	$1,820	$2,224	$2,541	$2,334	$2,497	$2,541
Received Work Study	Percent	All Undergraduates	6.10%	5.40%	4.80%	6.10%	5.40%	4.80%
		Community Colleges	2.40%	1.80%	1.50%	2.40%	1.80%	1.50%
	Amount	All Undergraduates	$1,053	$1,066	$1,356	$1,350	$1,197	$1,356
		Community Colleges	$950	$1,003	$1,522	$1,218	$1,126	$1,522

Source: NCES, 1993; NCES, 1995a; NCES 1995b

Table 3: Student Charactristics: 1986-87, 1989-90, & 1992-93

			1986-87	1889-90	1992-93
Undergraduate Enrollment		Total	100%	100%	100%
		CC	37.4%	39.7%	43.8%
Age	23 and Younger	Total	60.4%	60.3%	55.1%
		CC	44.2%	44.2%	43.6%
	24 to 29	Total	16.8%	15.3%	17.1%
		CC	21.4%	17.8%	19.5%
	30 or older	Total	22.8%	24.4%	27.8%
		CC	34.3%	38.0%	36.9%
Residence	On Campus	Total	19.80%	18.30%	12.80%
		CC	1.90%	1.70%	2.50%
	Off Campus	Total	50.40%	54.30%	58.80%
		CC	58.40%	62.90%	62.70%
	With Parent	Total	29.80%	27.40%	28.30%
		CC	39.70%	35.40%	34.90%
Attendance Status	Full-Time	Total	62.20%	61.30%	0.00%
		CC	36.20%	34.60%	0.00%
	Part-Time	Total	37.80%	38.70%	0.00%
		CC	63.80%	65.40%	0%

Source: NCES, 1993; NCES, 1995a; NCES 1995b

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